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ABSTRACT

This guide is intended for curriculum planning for social studies in North Carolina. Questions to guide each area of curriculum planning and assessment are included. Sample rubrics for evaluation, sample activities, and numerous suggestions for curriculum planning are contained in this document. Sections of this paper include: (1) "Introduction"; (2) "Grade Level and Course Planning"; (3) "Unit Design"; and (4) "Instructional Activities and Strategies." (EH)

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ED 422 223

Putting it Together:
Planning for Social Studies

SO029051

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Introduction

Challenge of time

The social studies curriculum presents a challenge in terms of time. The challenge can be met effectively by developing plans that **put the curriculum together** logically before attempting instruction.

Develop plans in three phases

A **level or course plan should be developed,** followed by the development of **units of study** that include plans for **daily instruction**.

Investment of time will pay dividends

Planning will require an investment of time, but should result in less teacher frustration and will assure that students get the most from instruction in the social studies. Careful planning will lessen reliance on the textbook. Experience has shown that too much reliance on the textbook can lead to alignment problems. This is due to the fact that many textbooks include content and skills that are not relevant to the *Teacher Handbook-Social Studies K-12*. At the same time, the textbook may not address every concept or skill needing emphasis. Therefore, when the textbook is used to determine instructional emphasis, days and sometimes weeks are spent on content and skills not aligned with the recommended curriculum. A textbook-only-approach can rarely address the range of content and skills that students should master through the social studies curriculum.

How much time? Collaborative development of a level or course plan and pacing guide by several teachers usually takes from one to four days of initial effort followed by a year or semester for pilot and refinement. Units can take up to four days to develop depending upon the complexity of the learning strategies, assessments, and rubrics. Units should be piloted and refined before dissemination to others. Strategy development and identification will be an ongoing process. Strategies that are used in a unit initially may be replaced, modified, or discarded as the unit is taught over the course of several years or semesters.

Curriculum first This process forces teachers to do something that time and habit often prevent them from doing. It forces careful, thoughtful discussion of curriculum before developing instructional plans. Too often teachers are content to leave curriculum decisions to others and to focus much, if not all, of their time and energy on the learning process. The learning process always works best when teachers have spent some time working collaboratively with other teachers to resolve important curriculum issues such as alignment, allocation of time, assessment, and resources before designing or selecting learning strategies. Frequently circumstances, often beyond the control of teachers, cause them to do otherwise.

Alignment and real world application Careful planning will assure that the goals and objectives found in the *Teacher Handbook-Social Studies K-12* are addressed systematically. Relying on these documents for daily planning without long range and unit plans often results in isolated, fragmented lessons that have little meaning for students or little relationship to the real world.

Rationale and steps

The rationale and steps outlined in this publication are intended to guide teachers as they develop plans for the various grade levels and courses outlined in the *Teacher Handbook-Social Studies K-12*. The recommended process may be used when developing plans for electives. Whether developing new plans or refining those already in use, teachers must give careful thought to the big picture, coherent units of instruction, and daily plans on a continuing basis.

Checklists

When a pacing guide already exists, it can be assessed using the Level or Course Plan Checklist. The Unit Checklists may be used to assess teacher developed units. The Learning Strategy Checklist may be used to assess individual lessons.

Section I Planning for a Grade Level or Course

Rationale

Planning for the grade level or course is the first step in assuring that time is most effectively used and resources are aligned to the instructional goals for a grade level or course. It is at this stage of planning that the teacher must decide what can realistically be accomplished in the time available. A part of this process involves seriously questioning the value of each concept, skill, or topic that may be addressed. **Setting aside some time to plan will enable teachers to become familiar with the scope of the task and to become more reflective and analytical regarding instructional decisions.**

Questions that guide decisions

Decisions about the focus of the social studies curriculum for a grade level or course should be made after answering a number of questions. Some of these are the following:

- How does the emphasis for this level or course complement other grades or levels in the sequence?
- How can essential skills be reinforced through social studies instruction?
- Does the selected emphasis meet immediate needs of students?
- How does the selected emphasis prepare students for their roles as citizens in a free and open society?
- Does the selected emphasis reflect the needed balance in disciplines, themes, and or skills?
- Does the selected emphasis relate to life issues, real problems, or essential questions worthy of exploration?

Benefits of yearly planning

Careful planning for the grade level or course will:

- bring discipline to the use of available time.
- assure allocation of time to important objectives, concepts, questions and issues.
- align instruction with objectives to be assessed.
- provide a snapshot of the entire task before designing intermediate tasks.
- provide a listing of resources needed.

Yearly planning: A collaborative process

Planning for the grade level or course is best done with others who teach the same level or course. Consultation with others, especially those who teach grades or courses that precede or follow the grade level or course, will result in better vertical articulation.

Revision necessary

Once the task of yearly planning is complete, it remains viable until either the curriculum is revised or problems arise with assessment or relevance to the real world. **However, grade level and course plans should be fine tuned annually based on factors such as available test data, relevance of issues and topics, and modification of class schedules.** Whether developing a yearly plan for the first time or revising existing plans, the following steps are intended to help in the process.

Steps in Planning for the Big Picture (Course and Grade Level)

Step 1 Analyze *Teacher Handbook-Social Studies K-12* components including the following:

- **Social Studies Overview (Pages I- VIII)**
- **Use of Framework and Teacher handbook (Pages IX-XII)**
- **Purpose and Philosophy (Pages 1-2)**
- **Framework Goals (Page 3)**
- **Rationale for Social Studies (Pages 4-5)**
- **Content Overview (Pages 6-15)**
- **Rational for Content Organization (Page 16)**
- **North Carolina Social Studies <u>Recommended</u> Content Sequence (Page 17)**
- **Skills in the Social Studies Curriculum (Pages 18-23)**
- **Introduction for the Grade Span***
- **Introduction for the Grade or Course***
- **Goals and Objectives for the Grade or Course***
- **Skill Application Examples for the Grade or Course***

* Note: Teachers, regardless of their assignment, should be introduced to the entire sequence. They should carefully analyze the introduction for their span and all levels and courses in the grade span. The analysis should focus on the logic of the sequence and options for organizing the study. Skill application examples for each level and course are concrete example of tasks that require the students to apply one or more of the social studies skills.

Step 2 Decide which of the following should be the basis for the yearly sequence:

- Eras (e.g., 1900-1920)
- Regions (e.g., Mediterranean-Europe)
- Themes (e.g., The treatment of women and minorities in the United States in the Twentieth Century)
- Topics, issues, or problems (e.g., How can a new industry be introduced to a region and protect the environment?)
- Combination (e.g., after learning skills and concepts, apply those to solving a problem, making a decision or developing a plan)

Step 3 Determine how many eras, regions, themes, problems, topics, or issues to address.

Note: The grade level and course descriptions in the *Teacher Handbook-Social Studies K-12* will provide guidance in determining how many should be addressed.

Step 4 Determine how much time should be allocated to eras, regions, topics, or issues.

Step 5 List content and skills to be addressed as each era, region, theme, problem, topic, or issue is studied.

Step 6 Analyze textbooks and other available materials to determine if the selected content is addressed and if other materials and resources will be needed.

Step 7 Produce a pacing guide showing time allocation for content related to each era, region, theme, problem, topic, or issue and identify available resources for each.

Level or Course Plan Checklist

Answer each question by circling either **yes** or **no**. For those questions prompting a **no** response, analyze what action is needed to change the response to **yes**. If the action seems feasible or necessary, it should be taken before designing units.

Yes No 1. Is the level or course plan logical?

Yes No 2. Does level or course plan complement other levels and courses in the sequence?

Yes No 3. Does the level or course plan clearly show how much time should be allocated to the study of specific eras, regions, topics or issues?

Yes No 4. Does the level or course plan define the content to be studied?

Yes No 5. Does the level or course plan identify portions of textbooks that support instructional activities for the selected content?

Yes No 6. Does the level or course plan identify instructional resources other than textbooks that support instructional activities for the selected content?

Yes No 7. Does the level or course plan meet the immediate needs of students?

Yes No 8. Does the level or course plan prepare students for adult roles in society?

Yes No 9. Does the plan address skills, processes, and understandings needed for citizenship in a free and open society?

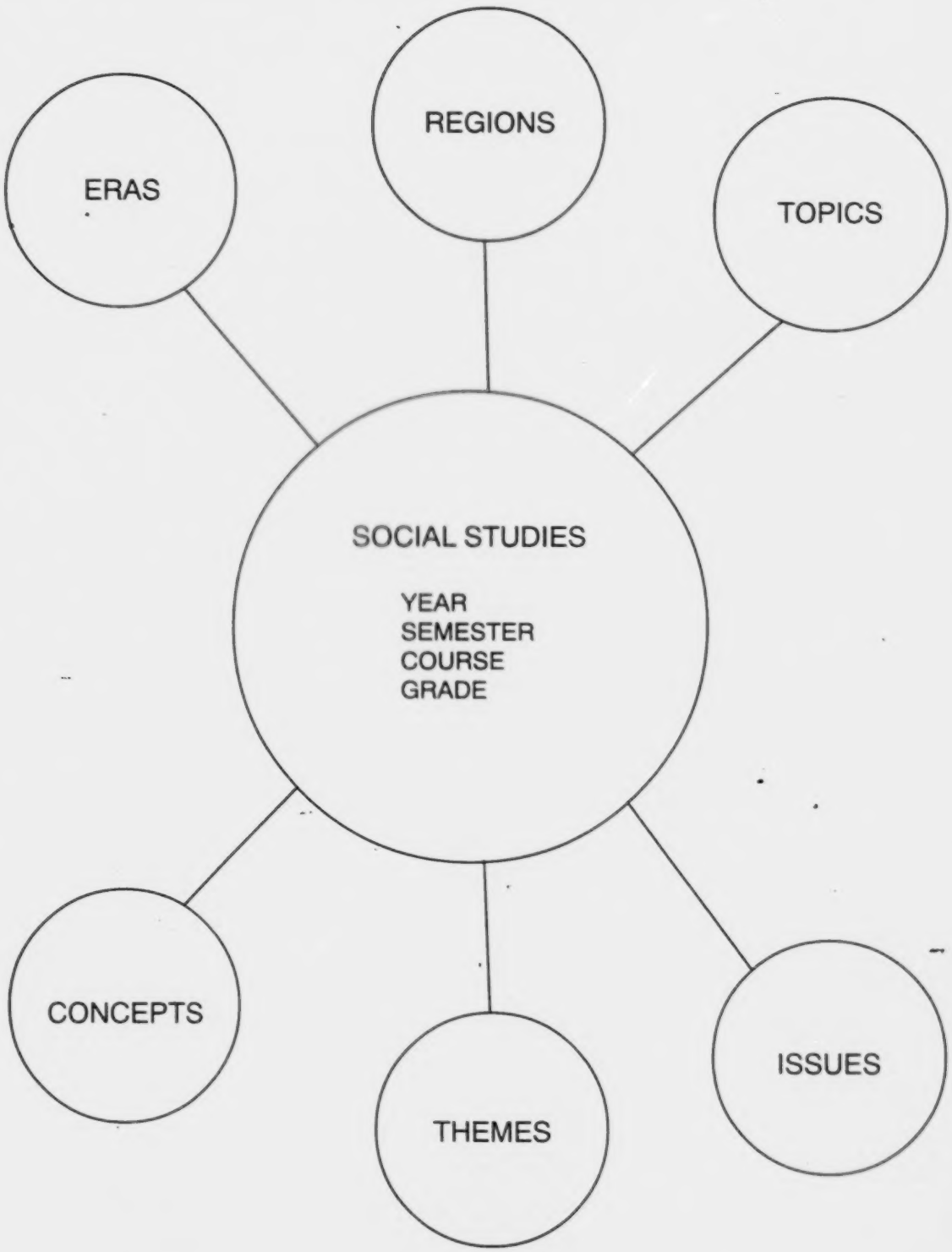
Yes No 10. Does the plan address the content and skills that will be assessed for accountability?

Yes No 11. Are there opportunities to establish patterns of study, nurture habits of mind, and provide for repetition of new skills and concepts?

Yes No 12. Are there opportunities to reinforce new skills and concepts and foster the transfer of knowledge?

Yes No 13. Are links to the state curriculum and local standards clearly defined?

YEARLY PLAN


REGIONS
ERAS
TOPICS
SOCIAL STUDIES
YEAR
SEMESTER
COURSE
GRADE
CONCEPTS
THEMES
ISSUES

Section II Unit Design

Rationale

Unit design is a task that must be completed in order to implement the social studies curriculum so that it is both meaningful and beneficial. The process outlined is one that encourages the teacher to think first about and resolve several curriculum issues before designing and selecting instructional strategies.

Benefits

Benefits of this process include the following:

- integration of knowledge and skills.
- application of knowledge and skills to realistic life situations.
- use of a wide range of assessment strategies at various stages in the instructional process.
- use of a variety of carefully selected instructional strategies.
- identification of critical resources and materials for each assessment and instructional strategy.

Steps in Unit Design

Curriculum Decisions

Step 1 Identify a **major focus** for the unit. The focus should be chosen from the **yearly plan** and should include major competencies identified as the focus of the course or grade level. The pattern for the study established in Step 2 of the yearly plan should inform the choice for the focus. Depending on the pattern in the yearly plan, the focus is likely to be upon an era, a region, a topic, a theme, or a combination of these. Each unit selected or designed should relate to previous units and provide a background for subsequent units.

Step 2 Design or identify a **culminating activity or performance** for the unit. The activity or performance should require real world application of the knowledge and skills emphasized during the unit.

Step 3 Make decisions about **3A-3D** before moving to decisions regarding instruction and assessment strategies. These steps are extremely important but may seem unnecessary for some. Since these steps are often overlooked or ignored, it is important that some time is spent on **3A, 3B, 3C and 3D**. In the beginning **3A**; life issues, problems, and questions, and **3C**; concepts, generalizations, or big ideas may seem difficult. Work with both categories long enough to identify several for each category before moving ahead. These two categories are very important in terms of student motivation and showing connections between eras, regions, and topics that are studied. Categories **3B** and **3D** seem easier and more natural. **Do not become frustrated while working through steps 3A-3D.** However, allow enough time to complete this step before moving on to **steps 4-6**.

This will assure that units that are designed will be more interesting, engaging, and relevant than they would be otherwise.

A. Identify organizers such as: **real life issues, problems, or questions** that provide **authenticity** for the unit (**Note:** Organizers help students see connections between the study and their lives and issues affecting the larger world.)

B. Identify academic expectations including **knowledge and skills** that will be emphasized systematically throughout the unit. (**Note:** Knowledge and skills may come from a single area or several disciplines. These are found in the *Teacher Handbook-Social Studies K-12* and curricula and documents developed by other disciplines.)

C. Identify **concepts, generalizations, or big ideas** that will be addressed by the unit. (**Note: Usually these are recurring. They are found at various levels of sophistication throughout the curriculum.** These should be drawn from the pattern established by the yearly plan and documented in the pacing guide.)

D. Identify **essential questions** that may be explored and expanded by either teachers and/or students during the unit. The questions will guide learning and instruction and will convey a developmental sequence that supports the organizer for the unit. As the unit unfolds, these questions are likely to be modified and expanded.

Instructional Decisions

Step 4 Develop comprehensive lists of knowledge and skills that students will need to master or access in order to complete the task in the culminating activity. **The knowledge and skills identified by this process will be used as the primary focus of strategies that will either be designed or identified in step 5.**

Step 5 Identify or design **instructional and assessment strategies** and determine how each will be used systematically throughout the unit. Ideally the assessment strategies will vary and will include right answer, open response, and performance strategies. Assessment strategies will have the same "feel" as instructional strategies. (See the Appendix for examples of strategies and assessment tasks).

Note: See Section III for rationale, steps and checklists for activity and strategy selection and design.

Step 6 Identify **essential resources** (e.g. books, maps, periodicals, documents, and electronic media) that support each instructional strategy.

Unit Checklist

Answer each question by circling either **yes** or **no**. For those questions prompting a no response, analyze what action is needed to change the response to yes. If the action seems feasible or necessary, it should be taken before designing units.

Yes No 1. Does the unit focus on a real life issue, problem, or question?

Yes No 2. Is the unit focus logical in terms of previous units and other units that will follow?

Yes No 3. Are the competencies that students must master clearly defined?

Yes No 4. Does the culminating activity or performance require the application of the skills and concepts emphasized throughout the unit?

Yes No 5. Does the unit relate to a major idea, theme or generalization?

Yes No 6. Have essential questions been identified that students will explore throughout the unit?

Yes No 7. Do learning activities provide opportunities for students to work with the information needed to complete the culminating activity?

Yes No 8. Do learning activities allow students to systematically practice the skills needed to complete the culminating activity?

Yes No 9. Have resources been identified that students will need to complete the learning activities and culminating activity?

Yes No 10. Are there opportunities to reinforce enabling skills, basic social studies skills, and concepts?

Yes No 11. Are there opportunities to apply understandings and skills in familiar situations?

Yes No 12. Are there sufficient opportunities for students to apply understandings and skills in unfamiliar or unique situations?

Yes No 13. Are links to state curriculum and local standards clearly identified?

UNIT PLANNING MAP

Level:

Step 1 Course
Unit Title:

Approximate Time:

Curriculum Decisions

Step 3 Major Focus

Step 3A

Organizers

1. Life Issues
2. Problems
3. Questions

Step 3B

Subject Area Goals/Academic Expectations

1. English Language Arts
2. Mathematics
3. Science
4. Social Studies
5. Vocational/Technical
6. Arts

Step 3C

Concepts, Generalizations or Big Ideas

1.
2.
3.

3D Essential Questions

1.
2.
3.
4.

Step 2 Culminating Performance/ Activity/Task/Product

Rubric

Instructional Decisons

Step 4A
Knowledge

Step 5
Instructional/ Assessment Activities

Step 4B
Skills/ Abilities (Demonstrators)

Rubrics

Step 6 Essential Resources

SECTION III Planning Instructional Activities and Strategies

Rationale

Planning for instructional activities and strategies will assure that student experiences reflect elements such as learning styles, higher order thinking skills, and habits of mind that students need in order to succeed in school and in life. Daily plans put into operation elements of yearly and unit plans in a sequence that will establish patterns so students receive sufficient repetition to master new concepts and skills, and to maintain and apply skills that have already been mastered. It is at this stage that decisions must be made regarding emphasis on **reading, writing, and appropriate use of technology** in the learning process. Many of the decisions that are made at this stage are often made either informally or intuitively as instruction unfolds. Formal daily planning is a must for inexperienced teachers and brings a dimension of professionalism to the work of any teacher.

Advantages

Effective planning for instruction will lead to the following:

- a sequence or cycle of activities that is based on sound learning theory and the immediate needs of students
- engaging experiences that will assure that students are workers and the teacher is the facilitator
- systematic reteaching of concepts, skills, and processes that students have not mastered
- coordination with non-instructional activities in the school
- coordination with instructional activities in other classes or departments

- scheduling needed resources such as equipment, use of the media center, and volunteers
- scheduling field experiences and other activities in a timely manner.

Steps in Planning Instructional Strategies and Activities

Step 1 Decide how to focus and personalize the learning experience. This step will help students understand why the task is necessary or important.

Step 2 Decide how to provide the students with an experience or a series of experiences that will allow them to get the information and to practice the skills needed to complete the learning activity or task. An overview of what students will be doing is the focus at this stage of the process. How new information, skills, and process will be introduced and how essential skills and processes will be reinforced should also be determined at this stage. Often instruction at this stage of the cycle is theoretical and conceptual.

Step 3 Identify or design a series of tasks that will provide students guided practice in using the knowledge, skills, and processes they must master. At this stage student tasks should focus on experiences that require the application of knowledge, processes, and skills.

Step 4 Identify or design a series of tasks that will provide students with opportunities to apply the knowledge, processes, and skills independently to unique tasks in unique settings.

Step 5 Assessment strategies should be designed to determine if students are ready to move to the next step in the instructional cycle, move to the next strategy, or to determine if they are producing the quality work that is expected to complete the requirements for the course. Assessment strategies should be closely tied to instructional strategies. In many instances rubrics similar to those in the Appendix will be useful. They communicate standards and expectations to students and will assist teachers and students as they judge the quality of student work. Traditional methods such as quizzes, unit tests, and teacher observations also play an important role in assessment. Assessments should include an appropriate combination of "right answer," "open response," and "performance" tasks.

Learning Strategy Checklist

Read the question in the first column and respond by placing a check beside each question that can be answered **yes**. This form may be used to analyze several strategies. Use one column for each activity/strategy. For those questions prompting a **no** response, analyze what action is needed to change the response to **yes**. If the action seems feasible or necessary, it should be taken to revise the activity/strategy.

Activity Name or Number										
1. Does the activity/strategy require the use of a variety of information acquisition strategies such as direct observation, asking questions, conducting surveys, and using prepared sources such as maps, globes, books, periodicals, video disks, compact disks and other media?										
2. Does activity/strategy require verification of the accuracy of claims?										
3. Does the activity/strategy require the use of core thinking skills such as analysis, synthesis, conceptualization, generalizing, imagining, and evaluation?										
4. Does the activity/strategy require the use of thinking processes such as decision making, problem solving, and planning?										
5. Does the activity/strategy require the use of computers and other technologies to gather information or solve problems, make decisions, and plan?										
6. Does the activity/strategy require judgments based on experience and intuition?										
7. Does the activity/strategy require making judgments on the basis of an established standard or criteria?										

8. Does the activity/strategy require the student to think about problems or issues from the perspective of more than one individual or group?										
9. Is the activity/strategy initiated by personalizing it and relating the learning experience to prior knowledge?										
10. Does the activity/strategy provide opportunities for the student to get the information needed to complete the task?										
11. Does the activity/strategy provide opportunities for students to practice skills and apply knowledge in **predictable and familiar** situations?										
12. Does the activity/strategy provide opportunities for students to practice skills and apply knowledge in **unpredictable and unfamiliar** situations?										
13. Does the activity/strategy include a component that evaluates the student's mastery of knowledge and skill proficiency?										
14. Does the activity/strategy require students to evaluate their own work and think about their own use of thinking skills and processes?										
15 Does the activity/strategy accommodate students who are gifted or have special needs?										
16. Does the activity/strategy accommodate multiple intelligences such as linguistic, logical-mathematical, visual-spatial, musical, bodily-kinesthetic, interpersonal, and intrapersonal?										
17. Does the activity/strategy require active participation by all students?										
18. Does the activity/strategy place the teacher in the role of facilitator and/or coach?										

Appendix

This section will include portions of alignments, units, strategies, and activities to illustrate how final products from the planning process might be formatted. Sample rubrics are also included.

Structured Discussion

Directions: The leader will read the questions. Each person in the group will have a chance to respond to each question. If you do not wish to answer the question simply say "pass". After everyone has responded to the question, you will be given a second opportunity to respond. If you do not wish to respond in the second round simply say "pass permanently". All answers should be brief. You cannot explain an answer, nor can you comment on someone else's answer. When you get to the synthesis questions, you may explain and discuss answers.

Focus Questions:

1. What is the most successful feature of the social studies program in your school?
2. What is the relative importance of the social studies to other subjects in your school?
3. What is the greatest challenge facing the social studies teachers in your school?
4. What was the best social studies staff development experience of your career?
5. What more than anything else would improve the social studies program in your school?
6. How would the social studies program in your school be different if state end-of-grade or end-of-course tests did not exist?
7. If you could change one thing about the social studies program in your school, what would it be?
8. What is the most successful strategy you have used or know about for improving student achievement in social studies?

Synthesis Questions: You may now explain and discuss answers.

1. What answer by another person would you like to hear more about?
2. What answer by another person surprised you the most?
3. Which answer provides the best solution to problems facing the social studies today?

Discrepancy Analysis Worksheet

Test _____

Comparison Group (circle one): State Region System _____

Educational Unit (circle one): Region System School _____

Goal or Objective	Educational Unit	- Comparison Group	= Difference	Comments

ALIGNMENT/PACING FORM

CONTENT	RESOURCES	CURRICULUM OBJECTIVES

ALIGNMENT/PACING EXAMPLES

Excerpt from Economic Legal and Political Systems in Action Alignment

Second Grading Period **U.S. Constitution**	**RESOURCES**	**CURRICULUM OBJECTIVES**
Natural Rights	Debates	1.3 1.6 2.5
Historical Background	Proposing Amendments	6.1 6.2 6.1
Principles	Chapters 4,5,6,7	6.3 6.4 6.5
Bill of Rights	"Gideon's Trumpet" video	6.6 6.7 7.5
Supreme Court Decisions	Selected Supreme Court Cases	9.1 10.1 10.3
Amendments	Selected Supreme Court cases and reading that provide a context Mock Trial "Gideon's Trumpet"	10.4 SI SII SII SIV
Third Grading Period **Federal Government and Legal Systems**	**RESOURCES**	**CURRICULUM OBJECTIVES**
Legislative Branch		1.3 1.4 1.5
Executive Branch	"Mr. Smith Goes to Washington"	1.6 2.4 2.6
Judicial Branch	Chapters 8, 9, 10, 18	2.7 8.1 8.2

Laws In Our Society	Chapters 19 and 20	8.3 8.4 8.5
Types of Crime	"Learning the Law II" series video	8.6 8.7 9.1
Criminal and Juvenile Justice	"Separate but Equal" video	9.2 9.3 9.4 9.5
Civil Justice		9.6 10.1 10.2 10.3 SI SII SIII SIV

Excerpt From a United States History Alignment

Fourth Grading Period **The Nation Comes of Age: 1900-1929**	**RESOURCES**	**CURRICULUM OBJECTIVES**
The Progressive Movement	Chapters 21 and 22	6.5 6.6
U.S. Imperialism	Chapter 20	7.1 7.2
World War I and Its Aftermath	Chapter 23	7.2 7.3
Cultural and Political Upheaval of the 1920's	Chapters 24 and 25	8.1 8.2 8.3
Fifth Grading Period **Depression and War 1929-1950**	**RESOURCES**	**CURRICULUM OBJECTIVES**
The Depression	Chapter 26	8.1
The New Deal	Chapter 27	8.4
Coming of World War II	Chapter 28	9.1 9.2 9.3
World War II and its Aftermath	Chapters 29 and 30	9.3 9.4 12.1 12.2 12.3 12.4

Sixth Grading Period **Continuity and Change 1950-Present**	**RESOURCES**	**CURRICULUM OBJECTIVES**
The 1950's	Chapters 30 and 31	10.1 10.2 10.3 11.1 11.2 11.3 11.4 12.1
The Vietnam War and the 1960's	Chapters 32 and 33	10.3 10.4 10.5 11.3 11.4 12.1 12.2 12.3 12.4
The 1970's The Nixon Years and The Aftermath	Chapters 34 and 35	10.1 10.2 10.3 10.4 10.5 11.1 11.2 11.3 11.4 12.1 12.2 12.3 12.4

The 1980's to the Present	Chapter 36	10.1 10.2 10.3 10.4 10.5 11.1 11.2 11.3 11.4 12.1 12.2 12.3 12.4

Curriculum Decisions

Worksheet 1

Step 1

Course: _____

Unit Title: _____

Brief description of the unit:

Step 2

Describe the culmination performance or activity:
(What are students expected to do in order to demonstrate their competence or proficiency by applying both knowledge and skills in either familiar or unfamiliar situations?)

Curriculum Decisions (Continued)

Worksheet 2

Step 3

Step 3A

(Identify a unit organizer that brings authenticity to the unit. Identify one or more issues, problems, or questions.)

Life Issues:

Problems:

Questions:

Step 3B

(List specific competencies that students will address during the unit. List both knowledge and skills.)

- English/Language Arts
- Social Studies
- Mathematics
- Science
- Other
- Vocational/Technical

Step 3C
(List concepts, generalizations, and big ideas that will be addressed by the unit.)

1.

2.

3.

4

5.

Step 3D
(List essential questions that will guide learning. These questions should be directly related to the life issue, problem, or question identified in Step 3.)

1.

2.

3.

4.

5.

6.

Step 4

(List specific knowledge and skills students must master during the unit.)

Knowledge	Skills
1.	1.
2.	2.
3.	3.

Steps 5 and 6

(Identify or design instructional activities or strategies that will provide students with experiences that prepare them to successfully complete the culminating activity or performance. Identification of essential resources is critical task at this stage. The suggested format is one of many that may be used depending upon how much detail is needed. Either collect strategies or use additional pages to plan strategies and activities.)

Strategy Format

Opening the Lesson	**Step 1**
Developing the Lesson	**Step 2**
Concluding the Lesson	**Step 3**
Extending the Lesson	**Step 4**
Assessing Student Learning	**Step 5**

(See worksheets 5-7 for further detail)

Individual Lesson Worksheet and Format

Worksheet 5

Step 1 Focus and personalize the learning experience.

Resources

Assessment

Step 2 Identify or design a series of experiences that allow students to get the information and review the skills that will be needed to complete the learning activity.

Resources

Assessment

Step 3 Identify or design a series of tasks that will provide students guided practice using the knowledge, skills, and processes they must master.

Resources

Assessment

Step 4 Identify or design a series of tasks that will provide students with opportunities to apply the knowledge, processes, and skills independently to unique tasks in unique settings.

Resources

Assessment

Step 5 Identify or design methods for determining the level of student mastery at various stages in the learning cycle

(Include descriptions of assessment strategies with individual activities)

Suggestions for using the strategy:

Presentation Evaluation*

Use the rubric below to rate yourself on each of the criteria for an effective presentation. A rating of one (1) indicates that this area still needs work, and a rating of five (5) indicates that you did an excellent job with that criteria.

Name: Date: **Effective Presentations**					
	1	**2**	**3**	**4**	**5**
I introduced myself, the project, and the main ideas.					
I presented all of the key ideas in a logical, sequential order.					
I used facts and details to support the main ideas.					
I gave regular summaries of the information throughout the presentation and made smooth transitions to the next idea.					
I included the audience in the presentation.					
I used costumes/products/visual aids to make the presentation more interesting.					
I used natural body and hand movements and gestures.					
I maintained sustained eye contact with the audience and looked at all areas of the classroom.					
My voice was clear, well-paced, and loud enough to be heard by everyone in the class.					
In my summary, I included all of the main ideas.					

*Adapted from **The Curriculum Project** by J. Samara and J. Curry, Austin, TX, 1994,, 1994,

Rubric for Group Participation

Using this rubric, observe and analyze your behavior and create a plan to improve your group participation skills.

Criteria for Group Participation Evaluation	Often	Sometimes	Not Yet
Leans forward to engage in conversation/activity			
Makes eye contact			
Asks clarifying questions			
Maintains focus on conversation/activity			
Initiates ideas			
Builds or contributes to another's ideas			
Acknowledges another's contributions			
Seeks contributions of others			
Answers questions			
Asks questions			
Plans for improving group participation skills			

Adapted from **Outcome-Based Restructuring Presentation**, the High Success Network, Eagle, Colorado, 1992.

RUBRIC FOR JUDGING LEGAL CASES WRITTEN BY STUDENTS

4

Fact pattern is clear and properly sequenced.

Case is well developed and reflects substantive issues.

Case is an accurate reflection of constitutional conflict in society.

3

Fact pattern and sequence but may be somewhat confusing.

Case is an accurate reflection of constitutional issues, but may not be connected to real issues in society.

Case may have minor inconsistencies or error in logic regarding the impact on society.

2

Fact pattern is unclear and difficult to follow.

Constitutional focus is unclear or related to unimportant issues.

Attempt to show societal connection but unclear or inappropriate.

1

Fact pattern is sparse or irrelevant.

Constitutional focus is non-existent.

Connections to societal issues do not exist.

INTERVIEW RUBRIC

4

Uses well developed, open-ended and clearly focused questions.

Listens attentively and asks appropriate clarifying questions.

Records and reports accurately.

Relates to subject in an open and non-threatening manner.

3

Uses well developed and clearly focused questions that limit responses.

Listens attentively and asks follow-up questions most of the time.

Records and reports, but may have minor distortions.

Relates to subject openly most of the time.

2

Uses questions that lack focus, lead or limit the response.

Attentive most of the time and asks few follow-up questions.

Recording and reporting may reflect personal biases or misunderstanding.

Relationship with the subject is strained.

1

Uses questions that fail to get the desired response.

Is not attentive and fails to ask follow-up questions.

Recording and reporting may be inaccurate or incomplete.

Fails to establish a constructive relationship with the subject.

ROLE PLAY RUBRIC

4

Evidence of research and understanding of event.

Reflects understanding of societal issues and the emotions involved.

Effectively uses the conventions of public speaking.

3

Evidence of research with minor misconceptions about the event.

Accurately reflects an understanding of societal issues and the emotions involved most of the time.

Effectively uses the conventions of public speaking with minor inconsistencies.

2

Evidence of research and unclear understanding of event.

Accurately reflects an understanding of societal issues and emotions involved some of the time.

Sometimes does not use conventions of public speaking.

1

Little evidence of research and little understanding of event.

Demonstrates limited understanding of societal issues and the emotions involved.

Does not use the conventions of public speaking.

Short Story Rubric

4

Elements of the short story, including setting, characters, plot and theme are present and well developed.

Use of sentence structure and punctuation is correct and consistent throughout.

Focus on assigned topic is clear and well developed.

3

Elements of the short story, including setting, characters, plot and theme are present but one or two are not well developed.

May have minor errors in sentence structure and punctuation.

Focus on assigned topic is clear but development is incomplete

2

Elements of the short story, including setting, characters, plot and theme are present but more than two are not well developed.

There is a pattern of error and in sentence structure and punctuation.

Focus on assigned topic is clear but undeveloped.

1

Elements of the short story, including setting, characters, plot and theme are present but not well developed.

Sentence structure and punctuation is unacceptable.

Focus on assigned topic is unclear and undeveloped.

Activity Rubric

	Student Name _____ Peer Evaluators _____	Self Assessment				Peer Assessment				Teacher Assessment			
		1	2	3	4	1	2	3	4	1	2	3	4

Criteria for Rating Student Writing Samples in Social Studies

Level 4

Consistently uses accurate data.

Demonstrates a logical plan of organization and coherence in the development of ideas.

Develops ideas fully using such things as examples, reasons, details, explanations, and generalizations that are relevant and appropriate.

Consistently expresses ideas clearly.

Level 3

Generally uses accurate data.

Develops the assigned topics using a general plan or organization.

Demonstrates satisfactory development of ideas through the use of adequate support materials.

Generally expresses ideas clearly.

Level 2

Uses some accurate data.

Attempts to develop the assigned topic, but demonstrates weakness in organization and may include digressions.

Demonstrates weakness in the development of ideas with little use of support materials.

Has difficulty expressing ideas clearly.

Level 1

Uses little accurate data.

Minimally addresses the assigned topic but lacks a plan of organization.

Does not use support materials in the development of ideas or uses irrelevant materials.

Does not express ideas clearly.

0

Uses no accurate data.

or

Is totally unrelated to the topic.

or

Is illegible, i.e., includes so many indecipherable words that no sense can be made of the response.

or

Is incoherent, i.e., words are legible but syntax is so garbled that no sense can be made of the response.

or

Is a blank paper.